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ABSTRACT

Corporal punishment is one option available to many school districts as a disciplinary measure. State law generally regulates the use of corporal punishment, and many states prohibit it while others provide specific guidelines for its use. However, many state legislatures have delegated responsibility for setting corporal-punishment policy to school boards. In this situation, school boards formulate a general policy and pass the decision whether to use corporal punishment on to the principal. This guide is an experiential activity designed to introduce participants to the complex topic of corporal punishment. Through simulation, each player must make several decisions on corporal punishment considering the contradictory forces of policy and politics. The exercise is intended to be engaging and provocative and to invite personal involvement that not only motivates participants but offers a useful common experience concerning corporal punishment. Included in the exercise are the basic scenario, supplementary material, and a detailed strategy to assist discussion leaders. Participants take the role of principal, make decisions concerning corporal punishment, and evaluate each other's judgments. A list of 26 selected readings on corporal punishment is included. (JPT)

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THE PRINCIPAL'S DECISION: A TEACHING MONOGRAPH ON CORPORAL PUNISHMENT

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THE PRINCIPAL'S DECISION: A TEACHING MONOGRAPH ON CORPORAL PUNISHMENT

Ronald T. Hyman and
Charles H. Rathbone

NOLPE

No. 48A in the NOLPE Monograph Series

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TABLE OF CONTENTS

The Principal's Decision 1

Introduction 3

The Basic Senario 4

Main Probable Consequences 7

Supplementary Materials 9

OLDTOWN WEEKLY HERALD (Letter to the Editor) 11

Oldtown Board of Education Policy #18 12

Memo to the File 13

OLDTOWN WEEKLY HERALD (This weeks's Letters to the Editor/Op-Ed Page) #1 14

OLDTOWN WEEKLY HERALD (Last week's Letters to the Editor/Op-Ed Page) #2 15

OLDTOWN WEEKLY HERALD (Last week's Letters to the Editor/Op-Ed Page) #3 16

MEMORANDUM 17

OLDTOWN WEEKLY HERALD (A recent editorial) 18

MEMO 19

Strategy for using "The Principal's Decision" Activity 21

Preparing for the Activity 23

Conducting the Decision-Making Phase 24

Conducting the Debriefing Phase 26

Concluding the Activity 29

Selected Readings on Corporal Punishment 31

THE PRINCIPAL'S DECISION

Introduction

School discipline presents a continuing challenge. A certain number of children, in testing school rules, inevitably step over an invisible line and incur the severe displeasure of those in authority. Similarly, it seems inevitable that some teachers, administrators, or school boards, if left on their own, will establish rules so restrictive that a certain percentage of children will find themselves unable to conform acceptably. In any event, when a breach occurs, school personnel must be prepared to choose, and to implement, disciplinary measures that are appropriate, effective, personally acceptable, and legally permissible. One option available in many school districts is corporal punishment — the spanking or paddling of children for disciplinary purposes.

Corporal punishment is generally regulated by state law. Some states forbid the practice altogether; some specifically authorize its use. [For further analysis of how corporal punishment is governed, see *Corporal Punishment in Schools: Reading the Law*, by Hyman and Rathbone, a NOLPE monograph, 1993.] Many state legislatures have delegated responsibility for setting corporal punishment policy to individual school boards. After formulating a general policy, these boards often pass the final decision on whether or not to paddle to the building principal — the assumption being that this administrator is close enough to the action to ascertain the facts, yet sufficiently distanced from those involved to render an impartial judgment.

The Principal's Decision is an experiential activity, designed to introduce participants to the complex topic of corporal punishment. Through simulation, it requires each player to come to several practical decisions in the face of contradictory forces of policy and politics. Intended to be both engaging and provocative, the activity invites a personal involvement that not only motivates participants but gives them a common experience on which to base further discussion of the many emerging themes. *The Principal's Decision* consists of a basic Scenario, a packet of Supplementary Materials, and a detailed Strategy — a teacher's guide — to assist discussion leaders in its implementation.

The activity has no special time limit, though action moves swiftly. Participants take the role of school principal and make five separate decisions while sitting back-to-back in pairs. After each decision, the principals pass notes to one another announcing "paddle" or "not paddle." Each participant records his or her own decisions, the other principal's decision, and the resulting consequences. Then, in pairs,

the principals confer face-to-face to discuss what has happened so far. Following this conference, participants repeat the first phase, making five additional decisions while sitting back-to-back.

After the tenth and final decision, each principal completes the following sentence using three words or brief phrases: "The other principal was _____." The principals exchange these papers and talk with each other about what they wrote. Following this brief conference, the discussion leader begins the debriefing session for the entire group. It is in the debriefing session where participants discuss the legal, educational, and social issues implicit in the practice of corporal punishment. Like most successful simulations, the fundamental idea is quite simple: any resulting complexity derives from the nature of the topic itself.

The contents of this monograph — the Scenario, Consequence Chart, and Supplementary Materials — are each presented in a neutral way, so as to encourage and permit participants to discover their own positions on corporal punishment. As they make the required decisions, react to the various Supplementary Materials, and discuss the underlying issues in response to the leader's questions, participants will confront their own values, as well as those of others. Although the basic format and the materials themselves are neutral, the resulting activity becomes an opportunity to explore values that are not at all neutral. The positions of the authors thus becomes irrelevant— though they readily admit to opposing corporal punishment themselves. They have designed and prepared this activity as a vehicle for exploring the legal, educational, and social issues associated with corporal punishment, without in the process building in their own views. In this way, participants are encouraged to explore their own positions free of hidden manipulation — a healthy approach to the exploration of any sensitive subject. As for the apparent imbalance of the Selected Readings, this is merely indicative of the paucity of published material written from the perspective of corporal punishment advocacy.

The Basic Scenario

Oldtown is a county seat in the State of Florsylvania, and it reflects the traditional values often ascribed to its region. Oldtown is beginning to struggle with population growth and the influx of high-tech industry that some other parts of the country have experienced in the last three decades. You are a principal of one of the two regional schools in Oldtown and have enjoyed success in your posi-

tion for the past six years. The other principal arrived just about the same time as you. You have both hired dedicated young teachers as veteran teachers have retired, have upgraded the skills of the remaining tenured teachers through ongoing staff development programs, and have implemented curriculum innovations in the language arts, mathematics, and the sciences. Primarily because of your success, you are two of the top candidates to become superintendent of schools of Oldtown County. After serving in that position for twenty years, the current superintendent is retiring.

Just this morning, the school bus driver on Route #3 reported an incident to you that took place on her bus on the way to school. Driver Jones saw the two Johnson brothers, Jim and Jack, showing the other students some plastic envelopes containing pills. When the younger students did not want to look at, smell, or touch the pills, Jim and Jack started teasing them, poking them, and causing disorder on the bus. Jim and Jack taunted, "What's the matter? We can always sell these to someone else." When questioned by Jones, the brothers hesitated and then admitted that the pills were for sick pups on their farm.

This incident is the third this week involving Jim and Jack. Because Jack is in eighth grade and Jim is in ninth, the Johnson brothers attend different schools, one in each of the two schools in Oldtown's educational park. The bus driver and the homeroom teacher of your school have spoken to you about the situation, urging you to discipline your student strongly with a good paddling because the bus incident has set off tremors of unrest throughout Oldtown schools. Indeed, after the second incident, you spoke with Mr. and Mrs. Johnson, who then recommended and encouraged you to paddle their son, as is permitted by Florsylvania statute and by Oldtown Board of Education policy. They tell you they do it at home.

You have conferred with the superintendent about the situation. He also has recommended that you paddle the Johnson boy in your school, since he personally knows the family and knows how the Board of Education feels about paddling in such a situation. (Striking a student 1-5 times with a flat paddle is the corporal punishment authorized by the Board of Education.) Nevertheless, he leaves the decision up to you in light of your understanding of the Oldtown educational conditions at the present time.

You think over your history in Oldtown and recall that you have struck some students with a paddle previously in what now appears to be for less of a disturbance than that created by the Johnson brothers. You also accept that Oldtown is changing. As you consider the

situation, your beliefs, and your aspirations, you realize that there are probable consequences of paddling and of not paddling. [**See Figure 1** and list of **Main Probable Consequences**] Your decision to paddle or not paddle Johnson is your own, but it will be affected by your prediction of what the other principal will decide about the other Johnson boy. Due to a complex set of circumstances, neither of you is aware of the other's decision.

[Figure 1]

The Principal's Decision:
Main Probable Consequences

Principal A

Principal B		Paddle	Not Paddle
	Paddle	A&B = I	A = III B = IV
	Not Paddle	A = IV B = III	A&B = II

(For what constitutes I, II, III, and IV, see list of **Main Probable Consequences**)

Main Probable Consequences

I. Main probable consequences if *both* principals *paddle*:

1. Equal rank as two top candidates for Superintendent of Schools of Oldtown County
2. Known throughout the community as faithful to traditional Oldtown values but criticized by "Parents for a New Education" (PNE), a community group advocating the delegalization of paddling
3. Each will be labeled as a "child abuser" by Florsylvania Child Welfare Commission, but the unrest on the bus and in the schools will stop
4. Each will gain support of the teaching faculty

II. Main probable consequence if *both* principals do *not paddle*:

1. Both disfavored by Board of Education for job as Superintendent of Schools; low ranking as candidates
2. You lose support of your teaching faculty in its efforts to establish a serious image of order in the school
3. Both labeled locally as "sellouts" to "educational fads" and as "opportunists" trying to ride the wave of change in Oldtown
4. Both praised by PNE and schools' Child Study Teams
5. Each will emerge as a candidate for the job of Executive Director of State PNE at 150% of the salary of the school superintendent, though neither will be a candidate of paticularly high rank.

III. Main probable consequences for the principal who *does not paddle* when the other one *does paddle* (i.e., for A who does not paddle when B does, or for B who does not paddle when A does):

1. You are praised by PNE
2. You gain support of the school's prestigious Child Study Team
3. You become the leading and unique candidate for job of Executive Director of State PNE

4. You become known to most Florsylvanians as a leading educator but to some in Oldtown as an educational opportunist

IV. Main probable consequences for the principal who *does paddle* when the other one does *not paddle* (i.e., for A who does paddle when B does not, or for B who does paddle when A does not):

1. With local prestige as a conservator of community values, your requests for special funds for your school's sports and computer facilities will flow in from private donations
2. You slip in ranking as candidate for Superintendent of Schools because some members of the search committee belong to the PNE, including the chairperson who is the editor of the influential local newspaper. (The editor always has been willing to editorialize against lone individuals.)
3. You will receive a $10,000 raise for your support and loyalty in following school board recommendations. (You hear this from the present superintendent.)
4. Though labeled as a "child abuser" by the Florsylvania Child Welfare Commission, you gain increased support of your faculty

SUPPLEMENTARY MATERIALS

OLDTOWN WEEKLY HERALD

Letter to the Editor

Your recent editorial opposing the school board's rejection of "stricter rules" to guide student behavior on school busses is alarmist at best. Your simplistic proposal is a disservice to our growing community. While not mentioning corporal punishment explicitly, you implicitly and deceptively call for paddling of our youngsters without ever presenting or discussing any alternatives. Surely we can agree that proper bus behavior is desirable, for both safety and civility reasons, without panicking into the tenuous notion that stricter rules and penalties will bring about productive use of time to and from school.

School bus behavior reflects our total approach to children; it is not just the bus driver's or school's problem. You would do better to ask for a cooperative effort by principals, parents, and bus drivers to teach and insist on proper behavior. Internalization of high standards for proper behavior, already set forth by the school board, will do more in the long run than creating fear and hate of the bus ride because of the threat of paddling.

There is absolutely no educational evidence to show that paddling results in improved learning and behavior. Your proposed solution is only a step toward more problems. If you think corporal punishment works, I invite you to see first hand the damage done to children by corporal punishment. Join our small group of volunteers as we work in the Big Brothers/Big Sisters Center next to the Y. Talk with the boys and girls there about paddling and belting because many of them have suffered at the hands of adults who insist on "stricter" penalties than we permit be given to prisoners and soldiers. (It's illegal in the U.S. to corporally punish prisoners and soldiers.) I am confident that your conscience, too, will be shocked when you see what people can and will do to children.

Let's deal with the school bus problem humanely and according to educational and psychological principles so that we don't create medical, psychological, and educational problems which will haunt us long into the future.

Gerald C. Kaufmann, III
Volunteer, Big Brothers/Big Sisters
V.P., Oldtown National Bank

Oldtown Board of Education Policy #18

Code of Student Behavior

All students in the Oldtown Public Schools are expected to conduct themselves according to the rules established by the principals and teaching staff members of the individual schools. In general, this means that students are to be respectful of each other and especially of adult members of the school community, cooperative in carrying out the goals of the school, and obedient to the authorities in charge of them. No student has the right to deny the right of an education to others by disrupting the learning process of the group.

Those students who do not abide by the established rules may be punished according to the penalties set forth in the Student Handbook and according to the judgments of the duly authorized professionals in the schools. Punishment shall be meted out in a progression of disciplinary measures, including but not limited to extra assignments, detention, and corporal punishment (as permitted by State of Florsylvania Statute, F.S. 309.17a).

Adopted February 13, 1992

Memo to the File

Re: J. Johnson, Homeroom 20

Before I got the chance to write about yesterday another incident happened today. Therefore, this memo will be on both incidents.

Yesterday, Beverley Wagner (phys. ed.) sent J. to the office with a note saying J. was deliberately disrupting class soccer game. Though she spoke with him and warned him, he continued to crash into other students from behind, causing them to fall and hurt themselves. He refused to leave the field to allow others to play by the rules. I spoke with him, counseled him, and warned him that I will not tolerate his poor behavior. I sent him to his next class.

Today, about one-half hour ago, Bob Hennessy (science) sent J. down to me because he did not have his homework prepared for the third day in a row and because he did not appear at the assigned extra study period to get help with his unit on water pollution. Hennessy reported to me by inter-school phone that J. is defiant and obstreperous in class. Right now J. is cooling his heels in my outer office under the eye of the secretary. I have called his parents and requested that they speak with the principal and me about J's situation. Our appointment is for tomorrow, Thursday, at 8:00 a.m.

Angela Etchler, Assistant Principal

OLDTOWN WEEKLY HERALD

(This week's Letters to the Editor/Op-Ed Page)

Your recent editorial on school bus behavior was opposed strongly by several people last week. Lest you believe that you misread our community's feeling, I am writing to support your position even though you only implied that you favor "a good old fashioned spanking" to set things straight. Yes, you have the ear of Oldtown.

Spanking and paddling have a long tradition in our western society, based on the teachings we received from the Middle East. Our ancestors recognized that children need to be taught early on in their lives to be civil and obedient to those entrusted with their upbringing. No society and no set of parents can tolerate disobedient, defiant, and disrespectful youngsters. In addition, we must realize that adults do a disservice to the child when they do not teach him what society's standards are. That is the meaning of the wise saying, "Spare the rod and spoil the child," which is based on Proverbs 23:13-14; 13:24; and 22:15 and which I suggest everyone should read carefully.

We should not equate a loving, well-intended spanking with child abuse. Nor is the use of three licks with the paddle equal to child abuse. Rather, when a child is disobedient to his parents or teachers (who are really standing in place of the parents during the school day), it is an abuse of authority *not* to firmly and immediately correct the child's behavior.

In recent years people have challenged their traditions and thereby suffered. Had we stuck with our traditions as found in our various religious faiths we surely would not be witness to the ills we face daily in our streets where people are afraid to walk at night. A committed and firm response to disobedience, defiance, and disrespect served us well in past and will continue to serve us in the future. Let us not equate use with abuse. Tradition has guided us for centuries, and we should continue to follow it if we expect to be strong enough to lead the world. May God bless you and keep you.

Rev. Malcolm R. Anderson, Th.D.
President and Executive Director,
Florsylvania Ecumenical Clerics

OLDTOWN WEEKLY HERALD

(Last week's Letters to the Editor/Op-Ed Page)

I was paddled in school several years ago. It took two weeks for the welts on my rumpt to heal. I still have several scars. The "welts" on the inside haven't healed yet. That's why I'm writing. I don't want any other little kids to be hit by those hippocrits who say they know what's right but they break rules all the time when they drive fast on the interstate and why they stay home "sick" when they really aren't. No kid should be hit because they go to the toilet without permission like I did. I went because I had diarrhea but the teacher didn't believe me. I'm still angry at the teacher and the principal because they didn't believe me and hit me when I was really sick. I promise to believe my kids when I have them and I swear to God never to hit them. Why can't people talk instead of paddling?

Lee Emmett, Age 14
(my secret name which I'll
take legally as soon as I can)*

* Editor's note: We have confirmed in a telephone conversation as best we could that the facts here are true. We have agreed to protect the student's privacy by using the pseudonym.

OLDTOWN WEEKLY HERALD

(Last week's Letters to the Editor/Op-Ed Page)

Your editorial position on discipline in our schools is most disturbing because its fundamental assumption is incorrect. Yes, children need to be shown and told by adults what is improper behavior and what is proper, acceptable behavior in our society. Indeed, it is the *responsibility* of adults to teach our children how to behave properly in a social situation. However, your inclusion of corporal punishment in your line of progressive discipline is an error which, I believe, stems from not seeing the results first hand.

Unfortunately, our pediatric section at Oldtown Memorial Hospital too often treats children with burns, severe bruises, hematomas, broken arms and ribs, exhaustion due to lack of sleep caused by fear of nightmares, and injury to internal organs (kidneys and blood vessels, primarily). Representative Owens reported to Congress that "every year an estimated 3.5 percent of American school children are subjected to corporal punishment. In some states as much as 12.6 percent of the student population is corporally punished. These children are beaten, slapped, punched, whipped, paddled, thrown against walls, stuck with pins, locked in closets, forced to eat noxious substances, and abused in countless other creatively sadistic ways." (*Congressional Record*, March 21, 1991).

There are few things more horrifying than seeing a child who is in deep pain because some adult vented his or her anger on the child's body, all in the name of "teaching" the child what is right. Even hardened pediatric surgeons find their sensibilities offended by what they see as they seek to repair some of the damage. That damage is an offence to human dignity. Whatever the child did wrong is minor compared to the harm done by the adult—harm to the child, to the adult, and to our society by our permitting such behavior. You underestimate by a factor of at least 100 percent the physical, social, and psychological harm done by adults who use corporal punishment. Furthermore, current research proves that corporal punishment does not yield better discipline, more orderly classrooms, or even more obedient student than alternative, acceptable forms of maintaining a positive learning environment.

Your advocacy of corporal punishment is not based on the realities I see in the hospital. It is not based on research on child development. Rather, it is based on an outmoded concept of the relationship between adults and children. Corporal punishment has pernicious effects, and for this reason the national and state pediatric academies have taken their stands against it. I invite you to a tour of our Child Abuse Center with the expectation that you will reconsider your position.

C. F. Robb, M.D.
Chief of Pediatrics, Oldtown
County Hospital and V.P.,
Florsylvania Academy of Pediatrics

MEMORANDUM

TO: **The Principals of Oldtown Public Schools**

FROM: **Samuel C. (Sammy) Smith, President, Teamsters Local 103, AFL-CIO**

Pat Jones, a member of Local 103 and a bus driver for Oldtown Board of Education, reported to our offices what has happened recently on Bus Route #3. Jones informs me that she has recently had conversations with several principals, asking you to take charge of the discipline problems that seem to be growing. As you know, its hard to drive a BOE bus when students don't behave themselves. This means the safety factor is coming down. Therefore, I want to add the Union's voice as a stamp of approval to Jones' request. You should deal quick and strong with the students causing problems out there on Route #3 or any other by punishing them for breaking the safety rules by giving them extra homework or detention or some swats with the paddle, which is what I favor for fast results.

We must have safe driving conditions on the bus for our driver's and I look forward to your cooperation by enforcing *all* BOE bus rules.

OLDTOWN WEEKLY HERALD

(A recent editorial)

As anyone can see by walking down Main Street through the shopping district or by driving along Interstate 227 through Sunrise Industrial Park, Oldtown is changing. Changing rapidly, too. As regular readers of this page will know, we do not oppose change *per se*. Nor do we oppose "Progress" — whatever that word means in today's political economy. But we do oppose passive submissiveness to negative events around us, especially when taking a positive stance could make a difference.

So it is with regret that we take issue with the recent position taken by the Oldtown Board of Education that students may, with impunity, behave in an unruly manner aboard the school busses. We do not believe that pupils should have to walk along the busy highway to and from school, as many of us did when we were young. But if the public is going to foot the bill for youngsters' transportation, it has a right to demand civil behavior on the part of the students during their ride, just as the public has a right to demand that the elected officials of the Board of Education enforce reasonable rules of civility and safety.

We also note with regret that at its most recent meeting the BOE rejected a joint request for stricter bus rules presented jointly by the local teachers association and the bus drivers union. These rules were intended to curb the rowdiness and fighting that have become prevalent — activities that both distract the drivers entrusted with student safety and keep pupils from productive use of their time while en route to their schools.

This decision teaches a poor lesson to Oldtown students about public behavior, civic responsibility, and consideration of others. We caution the BOE with a paraphrase of ancient wisdom: *A soft pedagogy at the start of the trip is bound to bring hard problems farther on down the road.* For safety's sake and for sound educational practice, let's make school bus behavior something all Oldtown citizens can be proud of again!

MEMO

TO: **Administrative Staff, Oldtown Public Schools**

FROM: **C. F. Stewart, Superintendent of Schools**

RE: **School Bus Behavior**

Three events this past weekend lead me to issue this memorandum: 1) the PTA meeting of last Thursday, where a resolution was passed calling for strict enforcement of Policy #18 (Code of Student Behavior); 2) the editorial of the *Oldtown Weekly Herald* calling for a return to "civil behavior" by students on our busses; and 3) my conversations with parents of certain students reported for infractions of our Code of Student Behavior. It is apparent to me that we need to nip in the bud the growing dissatisfaction with the way school administrators are dealing with this school bus situation. We need to restore the faith our community has had in us for the past two decades. We need to take a firm stand now, before this reaches a crisis situation for the schools and for the town.

I direct you, therefore, to give close attention to Policy #18 and its enforcement. We cannot tolerate improper, unsafe, impudent, or insolent behavior. This type of behavior violates the traditional values on which the Oldtown school system is founded. As superintendent, I direct you to be firm in correcting these and similar discipline problems by verbally chastising the offending students and, if necessary, by physically chastising them. Prudent utilization of a schedule of progressive disciplinary measures, ranging from a simple scolding to detention to paddling and even to suspension, we can meet the expectations of our community during this delicate period in the town's growth, and also meet the standards of educational excellence which is the basis of our reputation throughout the state. Do not hesitate to act decisively and vigorously if in your professional judgment strong measures are called for. Remember that you have my support and encouragement as we lead our faculty and students into the 21st century.

You know our philosophy well, and I trust that you will implement it as you assess each incident that arises with your school. We are a talented team; together we can lick this problem!

STRATEGY FOR USING "THE PRINCIPAL'S DECISION" ACTIVITY

Preparing for the Activity

Step 1. Preparation is essential. Become familiar with the Scenario and the Consequences Chart. Become familiar with the Supplementary Materials. Become familiar with all the steps of this strategy. Consider the issues involved in using corporal punishment and estimate which ones to emphasize as the activity progresses. Keep in mind that in addition to the objective of discussing the legal, educational, and social issues to be raised, there are legitimate affective objectives for using this activity in a group (for example, participants will feel the differential effects of restricted and open, face-to-face communication when making decisions directly involving other people; participants will discover that under pressure people may behave in a way which normally they find morally objectionable). There is also the legitimate objective of discussing the dynamics and problems of decision-making in a complex situation.

Therefore, consider not only the issues you wish to emphasize but also how you will deal with the other legitimate objectives embedded in this activity. Be sure that sufficient materials are available (e.g., pencils, scrap paper, copies of the Scenario, copies of the Consequences Chart, and copies of the Supplementary Material). Check space and seating possibilities. Allocate the allotted time among parts B, C, and D. Altogether, The Principal's Decision takes about one hour if conducted in its basic form and if debriefed fairly quickly. It can take much longer, depending on several factors: the size of the group, whether the Supplementary Materials are used, how far various issues are pursued and to what depth.

It may be helpful to practice the activity informally with a small group of friends, relatives, or students. In this informal run, you can proceed slowly and experiment with the use of the materials and generally get a feel for the activity. This also provides an opportunity to "debug" your own approach before using it with a class or other group.

The basic, "bare-bones" approach to this activity is to present the Scenario and the Consequences Chart to the group without prior notice. Simply announce that the group will now commence the activity and then proceed to use only the Scenario and Consequences Chart. In an expanded approach, the core activity can be embellished in a number of ways. For example, the group can be asked to begin thinking about their position on corporal punishment prior to the

meeting. The Supplementary Materials can be distributed ahead of time, so that when participants arrive they already know the situation and have already begun to react to it. Alternatively, the Supplementary Materials can be handed out during the second part of the decision-making phase of the activity (Step II of Part B) or during the debriefing phase (Step 15b of Part C). Create you own Supplementary Materials, or ask the group to. Divide the participants into sub-groups and ask them to develop (and role-play) a particular position, preparing their own Supplementary Materials. In short, The Principal's Decision may be used in a variety of ways. It works with a minimum of material, time, and scope, but it also lends itself easily to expansion, depending on purpose and time available.

Parts B, C, and D below present the basic approach to this activity. They have been successfully field-tested on a number of groups, but are essentially flexible and adaptable.

Conducting the Decision-Making Phase

Step 2. Introduce The Principal's Decision. Warm up the group and announce only that the participants will be involved in an intriguing activity about schools. Ask the participants to join in with the leader and to enjoy themselves. Do not provide information about the model, rules, and objectives of the activity. Get into the activity quickly. Participants need the opportunity to discover the meaning of their actions for themselves, and they can do this best with a minimum of preliminary talk — especially from the leader. Make an effort to get them involved quickly.

Step 3. Distribute the Scenario sheet. Ask everyone to read it. Then go over the basics again, so that everyone understands the fundamentals.

Step 4. Distribute the Consequences Chart and explain it. Do not get bogged down here; clarity will come as the activity progresses. If necessary, request a participant to explain the chart to someone who is having some trouble understanding it.

Step 5. Count the number of participants. If there is an odd number, then designate one person as an official observer or news

reporter. If there is an even number, silently designate yourself as the official observer and proceed to the next step.

Step 6. Request participants to pair off and to sit back-to-back with their partners. Pairs should move their chairs around so that they sit comfortably back-to-back spread out in the room.

Step 7. Announce the basic rules:

a. No talking or writing between participants until instructed.

b. Each principal privately and independently is to decide whether or not to paddle Johnson. Emphasize that all participants must think of themselves as principals. Each principal writes the decision on a large piece of scrap paper. The principal writes only "Paddle" or "Not Paddle."

c. The goal of this activity is "Do the best you can." (State the goal this way and say nothing more.)

Step 8. Ask participants to make their first decisions. Each principal writes a decision on a piece of paper and passes the paper over the shoulder to the other principal. Remind participants not to talk to each other.

Step 9. Distribute a piece of paper to each person to create a Record Sheet. (See below.) Ask each person to create the headings of the four columns and to fill in the first row at this time. Check to see that everyone fills in the Record Sheet correctly. A *sample* first row might look like this:

	My Decision	Other's Decision	My Consequences	Other's Consequences
1	Paddle	Not Paddle	IV	III

Step 10. Ask the group to continue this process 4 more times for a total of 5 turns. Clearly announce that each principal must decide anew to paddle or not paddle during each turn since each decision is independent of the others. Remind the group that the pattern is: write decision; pass paper over shoulder; record both decisions and both consequences.

Step 11. When all the participants have finished deciding and recording five times, ask the pairs now to sit face-to-face and to talk together for 3-5 minutes. Direct them to talk about what happened during the five turns. (To expand the activity at this point, distribute parts of the Supplementary Materials to selected pairs. This will permit an assessment by everyone of the impact of the new material on the two "principals.")

Step 12. After 3-5 minutes, ask each pair to sit back-to-back again, not to talk to each other, and to repeat the deciding-passing-recording pattern 5 more times for a grand total of 10 turns. Remind them to decide, pass, and record one turn at a time only. Ask them not to talk when they are finished. Distribute new scrap paper for passing and recording, if necessary.

Step 13. When all participants have finished recording the 10th decision, ask each person to write on a piece of paper at least 3 words or phrases to describe his or her impression of the other person of the pair during the 10 turns of the activity. Participants should consider only what they know about the other person via the activity and should discount everything they may have known prior to the first turn of the activity.

Step 14. When all participants are finished writing, ask them to sit face-to-face again, to exchange their papers, and to talk together about their last 5 decisions and their impressions of each other.

Conducting the Debriefing Phase

Step 15. This phase is the most important, for it offers participants an opportunity to discover what others have decided and to learn others' impressions of themselves. Because this is also the time to integrate this activity with other things the group has done, it is espe-

cially important to leave enough time. An adequate debriefing session will require a minimum of 25% of the total time allotted to this activity, and perhaps even as much as 33%.

a. Begin the debriefing by encouraging the group *to describe what happened* so that participants will discover what other pairs experienced. Let the participants "ventilate." Without a sufficient airing of the facts of what occurred during the activity, there will be an inadequate basis for reflecting and drawing conclusions later on. If there was an official observer or news reporter, call upon that person to describe what happened, as seen from that perspective. Ask such questions as: Who decided to paddle? Who decided not to paddle? How many times did you paddle and not paddle? What did you write about each other? What did you say to each other during the face-to-face conference between the fifth and sixth decisions?

b. Analyze the issues raised by this activity. Ask such questions as the following to prompt discussion of the legal, educational, and social issues, as well as other issues: What led us to get the results we got? Which consequences influenced you to decide as you did? For what reasons did you decide to paddle or not to paddle? Were you concerned about being labeled as a child abuser even though the State of Florsylvania permits paddling and the superintendent recommended it? If you decided not to paddle, what alternative disciplinary measure did you contemplate? Do you believe that striking a student with a paddle constitutes cruel or unusual punishment? Do you see a conflict between the Florsylvania Child Welfare Commission and the educators who paddle? If so, how would you resolve the conflict? Should a principal in Florsylvania provide notification to and a hearing for a parent and child before inflicting corporal punishment? Should prior parental approval be obtained? Should paddling only be used as a last resort? How would you define "reasonable corporal punishment?" How would you define "excessive or unreasonable corporal punishment?" Should the Johnson boy be able to sue you in state civil court for money damages for medical expenses and pain incurred, if you end up paddling too hard? Should excessive corporal punishment be considered as a crime? Do you believe that corporal punishment violates a student's personal right of liberty, security, or pursuit of happiness as a free person, or that it violates a student's right to be free from bodily restraint? What was the effect of your face-to-face conference? What issues and reasons did you consider as you decided to paddle or not to paddle? Is paddling primarily a legal issue? For what educational reasons did you decide whether or not to paddle? Selected parts of the Supplementary Materials might

be introduced during this phase of the debriefing; it should add new sparks to the discussion.

c. Analyze the simulation aspect of the activity. Compare and contrast this activity as it occurred in the group with other parts of their lives, especially parts where the participants make decisions. Treat the specific features of the Scenario, the Consequences Chart, the Supplementary Materials, the rules, and the sequence of events. Do not assume that the participants realize what the various features of this activity represent. Ask such questions as: In what ways is the picture presented by this activity similar to decision making in the schools, especially in the State of Florida where paddling is permitted and there is a real "Child Welfare Commission?" In what ways is this activity different? What does sitting back-to-back represent? What do the written decisions represent? What does the face-to-face conference between the fifth and sixth decisions represent? What does the second face-to-face conference after the tenth decision represent? In what ways is communication in school restricted? What would happen if the consequences were different, for example, if the principal who does not paddle becomes the prime candidate for superintendent of schools?

Step 16. Before leaving this activity behind, launch the group into an activity based on the issues explored so far. Base your decision on the group's preferences and your assessment of points made by the participants. For example, the group might wish to explore some recent cases on corporal punishment, or to draft model legislation for clarifying the limitations on the use of corporal punishment, or to examine the legal and educational research on the effects of paddling. Further discussions, independent reports, or refinements of the scenario and consequences chart might be suggested. Ask such questions as: If we were to do this activity again, what would you change? How can we change the Scenario, Consequences Chart, and the Supplementary Materials to make them closer to what the real situation is in the schools as you perceive it? What key points and issues raised here would you like to pursue further?

Step 17. Generalize and summarize. At various points in the debriefing, but especially toward the end, there is great need for tying points together. The generalizations which are made and the conclusions which are drawn by the participants and by the leader constitute the *raison d'etre* for using this activity. It is best to state these general-

izations and conclusions explicitly. Do not assume that individual participants will make generalizations or draw conclusions by themselves outside of the debriefing session. There is a variety of ways to guide participants. The leader may request the group to list some key ideas that have come forth and then explicitly request some generalizations and conclusions based on them. Alternatively, the process of generalization and conclusion can start by requesting each person to complete the following sentence: "Based on the decision making phase and the debriefing phase of this activity I realize that_____ _____." Volunteers (or each participant) then read their completed sentences to the entire group. A chalkboard may be used to publicly record the generalizations and conclusions for all to see, review, and modify.

Concluding the Activity

Step 18. Summarize and conclude the activity when the allotted time expires or when the debriefing has achieved its purpose. Try to end on an up-beat, positive note. Keep in mind that the ultimate purpose of this activity has been to engage participants in a productive discussion, to help them clarify their thoughts about the many themes that surround the issue of corporal punishment and to arrive at some perspective on their own perspective. Though simple enough to commence, concluding this activity is a complicated task, and for some this will have been the first time they have really given the corporal punishment option their careful consideration. Though this activity is not the only means of achieving consideration of corporal punishment, it may prove to be an enjoyable and productive place to begin.

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